

## Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	SEMINAR ON EXPLORING FUTURES	Instructor	MEI-MEI SONG
Course Class	TGDXM0A ELECTIVES COURSES BY COLLEGE OF EDUCATION-MASTER, 0A	Details	<ul style="list-style-type: none"> <li>◆ Selective</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
D e p a r t m e n t a l   A i m   o f   E d u c a t i o n			
<p>I . Cultivating the talents with the capabilities of educational research and discourse.</p> <p>II . Cultivating the talents with the capabilities of understanding and application of education related theories.</p> <p>III . Cultivating the talents with the capabilities of educational practice and service.</p>			
D e p a r t m e n t a l   c o r e   c o m p e t e n c e s			
<p>A. Education research and discourse capabilities.</p> <p>B. Understanding and application of related education theories capability.</p> <p>C. Educational practice and service capabilities.</p>			
Course Introduction	<p>This course serves as an introductory course to Futures Studies. Students with or without background knowledge in the field are welcome. Through basic futures tools, students learn to imagine, examine, and deepen the futures, which is a critical skillset in this fast-changing world. The pedagogy seeks to challenge students' existing assumptions and consequently develop more holistic and long-term perspectives for the present and the future. In this joint course with the Univ. of Turku in Finland, some lectures might be delivered through synchronous online instructions from Finland and Taiwan.</p>		

## The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Students understand the basic ideas and values in futures studies.	C2	B
2	Students are able to utilize basic futures tools in teaching or in everyday life.	C3	B
3	Students are able to envision, examine, explore, and deepen the future in a long-term perspective.	C6	B

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Students understand the basic ideas and values in futures studies.	Lecture, Discussion, Practicum	Practicum, Report, Participation
2	Students are able to utilize basic futures tools in teaching or in everyday life.	Lecture, Practicum	Practicum, Report
3	Students are able to envision, examine, explore, and deepen the future in a long-term perspective.	Lecture, Discussion, Practicum	Practicum, Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	107/09/10~ 107/09/16	Introduction to course contents and orientation to Futures Studies	
2	107/09/17~ 107/09/23	Why Futures Studies?	
3	107/09/24~ 107/09/30	Values and assumptions	
4	107/10/01~ 107/10/07	FS as a field of academic knowledge	
5	107/10/08~ 107/10/14	Mr. & Mrs. Future	
6	107/10/15~ 107/10/21	Futures table and images of future	
7	107/10/22~ 107/10/28	Scenario ideas	
8	107/10/29~ 107/11/04	Scenario components	
9	107/11/05~ 107/11/11	Scenario plots	
10	107/11/12~ 107/11/18	Scenario stories - Presentation of group reports and opponenenting online	
11	107/11/19~ 107/11/25	Causal Layered Analysis	
12	107/11/26~ 107/12/02	Deepening the Future	

13	107/12/03 ~ 107/12/09	No class (Please refer to the notice below on class schedules)	
14	107/12/10 ~ 107/12/16	No class (Please refer to the notice below on class schedules)	
15	107/12/17 ~ 107/12/23	No class (Please refer to the notice below on class schedules)	
16	107/12/24 ~ 107/12/30	No class (Please refer to the notice below on class schedules)	
17	107/12/31 ~ 108/01/06	No class (Please refer to the notice below on class schedules)	
18	108/01/07 ~ 108/01/13	No class (Please refer to the notice below on class schedules)	
Requirement	In order to conduct the course in synchrony with the University of Turku, who has a slightly different academic schedule from TKU, some adjustments in instruction time might be necessary. Course sessions are held for 3 hours for 12 weeks instead of 2 hours for 16 weeks. In other words, the actual instruction sessions will run from 2:00pm to 4:50pm from Week 2 to Week 12, when the course ends on May 12th. The total instruction time for the semester remains the same. Details will be discussed in the first meeting of the class.		
Teaching Facility	Computer, Projector		
Textbook(s)	Masini, E. (1993). Why futures studies? London: Grey Seal. Bell, W. (1997). Foundations of futures studies, Volume I. London: Transaction. Lecture notes		
Reference(s)			
Number of Assignment(s)	2 (Filled in by assignment instructor only)		
Grading Policy	<p>◆ Attendance : 10.0 %    ◆ Mark of Usual : 25.0 %    ◆ Midterm Exam : %</p> <p>◆ Final Exam : %</p> <p>◆ Other (Report &amp; Assignment) : 65.0 %</p>		
Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a>.</p> <p><b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b></p>		